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ABSTRACT

In 1985 the Minnesota Legislature passed legislation providing funds to local school districts for planning, implementing, and evaluating comprehensive tobacco use prevention programs. (A copy of the legislation is included in the Appendix.) The purpose of this document is to assist local school districts in planning effective K-12 curricula for tobacco use prevention. Specifically, the document assists districts in: (1) evaluating the status of current tobacco education curricula; (2) writing or revising the tobacco use prevention component of their health or chemical health curriculum to meet state criteria and improve effectiveness; and (3) evaluating and selecting available tobacco use prevention programs for incorporation into the district curriculum. The first section of the guidelines covers the topics: "Why Is Tobacco Use Prevention Important?"; "Can Classroom Education Alone Prevent Young People from Using Tobacco?"; and "A Comprehensive Approach to Tobacco Use Prevention." The second section outlines "Guidelines for a K-12 Curriculum Including Learner Outcomes, Strategies and Methods." (IAH)

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TOBACCO USE PREVENTION PROGRAMS IN MINNESOTA SCHOOLS

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INTRODUCTION

In June 1985, the Minnesota Legislature passed legislation providing funds to local school districts for planning, implementing, and evaluating comprehensive tobacco use prevention programs. (A copy of the legislation is included in the Appendix.) This legislation provided for a five cent increase in the state excise tax on cigarettes, a portion of which funds school and community education programs.

It is the purpose of this document to assist local school districts in planning effective K-12 curricula for tobacco use prevention. Specifically, the document will assist districts in:

- o Evaluating the status of current tobacco education curricula.
- o Writing or revising the tobacco use prevention component of their health or chemical health curriculum to meet state criteria and improve effectiveness.
- o Evaluating and selecting available tobacco use prevention programs for incorporation into the distict curriculum.

WHY IS TOBACCO USE PREVENTION IMPORTANT?

1. The Surgeon General of the United States has called tobacco use the chief, single avoidable cause of premature death in our society and the most important public health issue of our time:
   - o Tobacco use contributes directly to over 4,600 deaths in Minnesota each year from coronary heart disease, stroke, cancer, respiratory diseases, digestive diseases, perinatal and infant death, and fires.
   - o This is about 15 percent of all deaths in the state and is more than eight times the number of deaths from traffic accidents each year.
   - o Over $375 million is spent in Minnesota each year to treat smoking-related disease.
2. Tobacco use frequently starts during adolescence:
   - o Many young people begin experimenting with tobacco during early adolescence. One survey reports that approximately 13,500 adolescents begin smoking each year in Minnesota. (Search Institute, 1983)
   - o One in five Minnesota high school seniors is a regular smoker. (Search Institute, 1983)
   - o 62% of ninth grade males in Minnesota report using chewing tobacco at some time in their lives. (Minnesota Department of Health, 1986)
   - o 17% of ninth grade males in Minnesota report daily use of chewing tobacco (Minnesota Department of Health, 1986)
3. Tobacco use, once it is established, can be very difficult to stop. Adults who begin using tobacco early in life find it more difficult to quit.
4. Health behavior research during the past ten years has identified some successful approaches to the prevention of tobacco use by adolescents.

CAN CLASSROOM EDUCATION ALONE PREVENT YOUNG PEOPLE FROM USING TOBACCO?

Health behavior research has demonstrated that certain approaches to tobacco use prevention through classroom education can effectively reduce the number of young people that start to use tobacco.[1] Effective classroom education programs address the knowledge, attitudes, skills, and environmental factors that influence tobacco use. These will be outlined in this document. Because health-related behaviors such as tobacco use are influenced by a wide variety of factors, classroom education can be only one part of a comprehensive approach to tobacco use prevention. Some of the factors that influence tobacco use include:[2, 3]

Personal Influences

Value placed on health, achievement, independence
Attitudes toward tobacco use
Knowledge of health effects

Environmental Influences

Peers
Parents
Siblings
Media
School and community norms

Behavioral Influences

Experimentation with tobacco
Skills for resisting environmental influences
Behavior change skills

Many of these factors can be successfully addressed in school and classroom education programs. Others require the support and involvement of other segments of the community.

We are fortunate in Minnesota to be involved in a statewide effort to promote nonsmoking. "The Minnesota Plan for Nonsmoking and Health" identifies these three strategies for reducing tobacco use and it's economic costs in Minnesota:

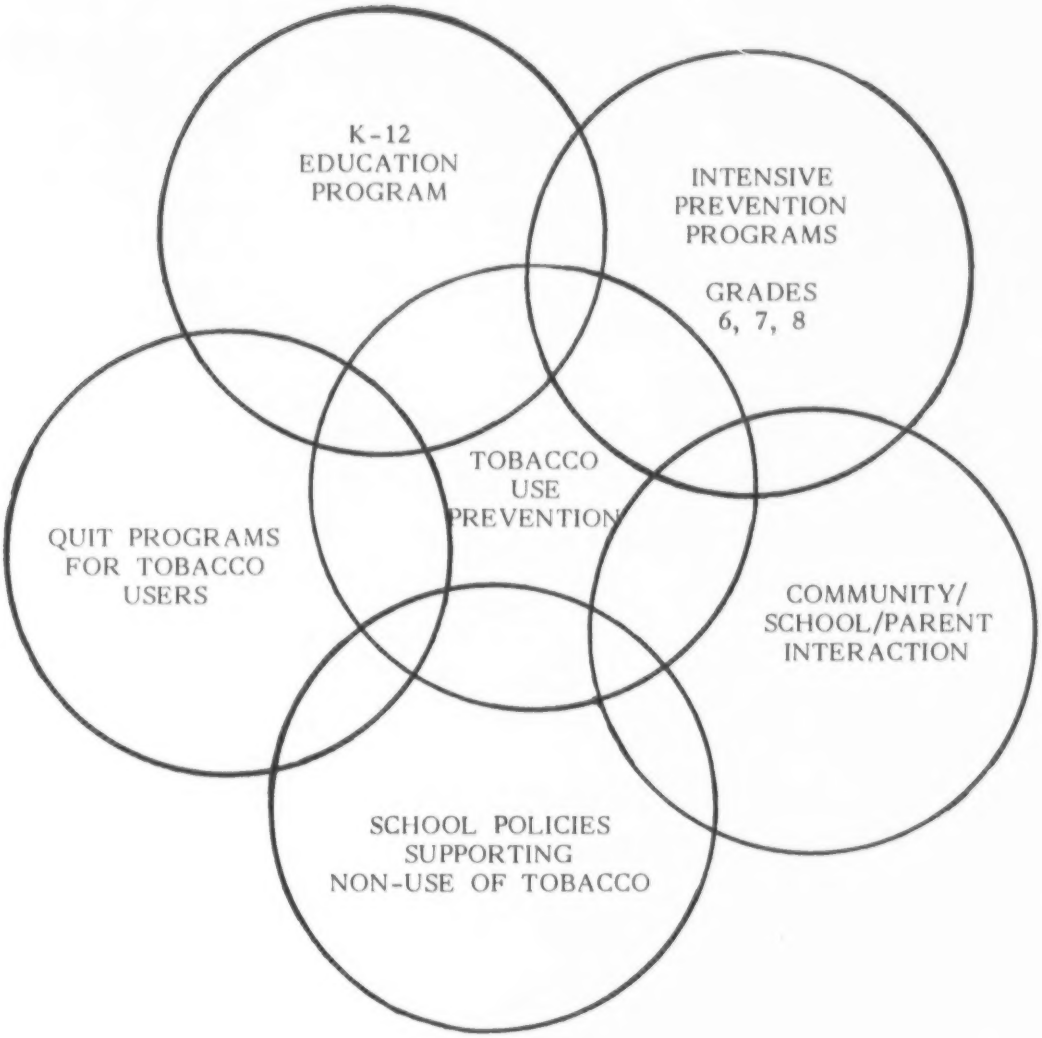
- Preventing young people from starting to use tobacco
- Encouraging and assisting tobacco users who want to quit
- Promoting the Minnesota Clean Indoor Act

This plan identifies the importance of school, parent, and community cooperation to achieve maximum results:

> "The effectiveness of nonsmoking initiatives in the schools will depend partly on the degree of support available in the larger community. Parental support is necessary for the implementation and successful operation of nonsmoking programs in the schools. The school also cannot be solely responsible for enforcing community laws on smoking. School programs must be part of larger comprehensive, community-based programs, which make use of informational, regulatory, and economic measures to achieve maximum benefits."[4]

The following diagram illustrates five important components of a comprehensive school program.

A COMPREHENSIVE APPROACH TO TOBACCO USE PREVENTION



There are many ways to address these components. School districts throughout the state are using tobacco education school aids funds to develop unique approaches in each area. The following list describes recommended approaches in each of the five areas.

K-12 EDUCATION PROGRAM

Include appropriate scope and sequence of educational activities both in the classroom and larger school environment.

- o Provide classroom health education (K-12) including a tobacco component at each level
- o Participate as a school in D-Day or other community activities supporting non-use of tobacco
- o Involve student organizations in planning and participating in tobacco education programs
- o Involve athletic teams and coaches to reinforce the message that tobacco use is incompatible with sports

INTENSIVE PREVENTION PROGRAMS, GRADES 6, 7, 8

Provide intensive instruction at this high risk period for onset of tobacco use, particularly the transition year from elementary to junior high school.

- o Use methods with proven effectiveness
- o Use a positive approach that promotes non-use of tobacco as the norm: Most people do not use tobacco, there are many benefits to non-use of tobacco
- o Focus on short-term and social consequences of tobacco use, rather than long-term health consequences
- o Provide opportunities to practice skills for resisting peer influence
- o Teach skills for analyzing tobacco advertising
- o Use peer-led instruction

SCHOOL POLICIES SUPPORTING NON-USE OF TOBACCO

Encourage positive models for non-use that are consistent with messages given in educational programs.

- o Enforce student rules concerning tobacco use:
  - o Clarify laws regarding sales/use by minors
  - o Follow school aids legislation requiring prohibition of tobacco use on school premises (p. 20)

- o Follow Minnesota State High School League rules

- o Enforce the Minnesota Clean Indoor Air Act

- o Develop school policies promoting a tobacco-free school environment for students, staff and visitors

QUIT PROGRAMS FOR TOBACCO USERS

Assist students and staff in learning behaviors that can help them quit tobacco use; offer support and reinforcement for educational and policy messages.

- o Offer cessation programs and/or quit contests for high school students

- o Offer cessation programs for staff in all schools

- o Provide tobacco education programs for students violating tobacco rules

- o Organize support groups for students and staff who have quit

- o Offer wellness opportunities and incentives for staff

COMMUNITY/SCHOOL/PARENT INTERACTION

Encourage environmental support for school efforts.

- o Include parents and community members on school policy development committees

- o Develop community/parent awareness efforts

- o Organize a health council to promote non-smoking and other health-related behaviors

- o Encourage community enforcement of tobacco laws

- o Involve students and staff in community programs such as D-Day

- o Get the support of local media in promoting non-use of tobacco as the community norm

- o Offer cessation programs through community education

GUIDELINES FOR A K-12 CURRICULUM INCLUDING LEARNER OUTCOMES, STRATEGIES AND METHODS

The following guidelines for a comprehensive tobacco use prevention curriculum were developed by an advisory group composed of classroom teachers, health educators, health professionals from various agencies, and health behavior researchers. This group shared their expertise in various areas including:

- o classroom teaching
- o curriculum development
- o program development in the area of tobacco use prevention
- o smoking prevention research
- o child development.

The goals, objectives, and methods outlined are based on:

1. The most current research on effective approaches to tobacco use prevention.

2. Extensive classroom experience with tobacco use prevention programs.

3. Extensive program development experience.

We know from smoking prevention research that effective programs can make a dramatic difference in adolescent tobacco use rates. Hopefully, these guidelines will provide direction for local districts in planning, implementing, and evaluating tobacco use prevention programs that will improve the health and overall quality of life for Minnesota's young people both now and in the future.

A WORD ABOUT METHODS AND ACTIVITIES

The suggestions for methods and activities are not intended to be comprehensive or to include methods for each objective. The suggestions were compiled by the advisory committee and are intended to:

- o Highlight strategies that have proven to be effective in smoking prevention research projects

- o Suggest innovative or unique strategies consistent with child development and educational theories

- o Identify strategies used in tobacco use prevention programs available from various agencies

- o Provide ideas for individual districts to expand upon in developing their own comprehensive tobacco use prevention curriculum.

A WORD ABOUT CHEWING TOBACCO

Smokeless tobacco use is of growing concern in Minnesota and throughout the United States. Use by adolescent males appears to be increasing at alarming rates. However, cigarette smoking is more prevalent by young people and has more widespread health consequences. Therefore, cigarette smoking remains the primary concern and should receive greater emphasis.

The objectives and methods suggested here apply both to smoking and to smokeless tobacco use.

Because smokeless tobacco use as well as cigarette smoking seems to be more common in particular locations and with particular subgroups, local teachers should vary their emphasis on these topics according to local needs.

TOBACCO USE PREVENTION
CURRICULUM GUIDELINES
GRADES K-3

GOALS: STUDENTS WILL REMAIN NON-USERS OF TOBACCO
STUDENTS WILL INFLUENCE FAMILY MEMBERS NOT TO USE TOBACCO

MAIN THEMES: HEALTH IS VALUABLE
TOBACCO USE IS UNHEALTHY
MOST PEOPLE DO NOT USE TOBACCO

KNOWLEDGE OBJECTIVES
STUDENTS NEED TO KNOW:

1. Most people do not use tobacco including young people, adults, and media models.

2. What you do (your behavior) affects how healthy you are.

3. Vocabulary words related to tobacco use:

   - o Tobacco, cigarettes, chewing tobacco, snuff
   - o Health, healthy, unhealthy
   - o Heart, lungs
   - o Drug, chemical, addiction
   - o Passive or second-hand smoke.

4. Not using tobacco has many benefits, such as:

   - o Healthier heart, lungs, gums, teeth
   - o Clothes, hair, and breath do not smell like tobacco
   - o Saving money
   - o Food tastes better
   - o Not bothering other people with smoke or spit
   - o Not getting addicted
   - o Fewer fires.

5. Tobacco products contain many drugs.

6. Tobacco use has immediate and long-term health consequences.

7. When other people smoke around you it can be bad for your health.

8. Many adults began using tobacco before they knew it was harmful.

9. It can be hard to quit using tobacco once you start.

10. Many people are offended when others use tobacco around them.

11. Smoking is a type of air pollution.

12. Smokeless tobacco is not a safe alternative to smoking cigarettes.

ATTITUDE OBJECTIVES
STUDENTS WILL:

1. Value their own health.

2. Value being a non-user of tobacco.

3. Respect people who choose not to use tobacco.

SKILL OBJECTIVES
STUDENTS WILL BE ABLE TO:

1. Name some things they do to stay healthy such as:
   - o Eating healthy foods
   - o Getting lots of exercise
   - o Getting enough sleep
   - o Wearing seat belts
   - o Bathing, washing hands.

2. Name some immediate and long-term consequences of tobacco use.

3. Make a personal commitment not to use tobacco.

4. Ask others not to use tobacco around them.

SUGGESTED METHODS/ACTIVITIES

1. For children in primary grades, adults are clearly respected as sources of information and as role models. Teachers and health professionals from the school or community are valuable sources of general health information and of specific information about the benefits of non-tobacco use.

2. Use concrete examples:
   - o Personal experience with "feeling healthy"
   - o Pictures of healthy people being physically active, enjoying themselves, looking attractive
   - o Models of healthy hearts and lungs
   - o Borrow a stethoscope so children can listen to their "healthy hearts."

3. Integrate various health topics, such as hygiene, a clean environment, and non-use of tobacco with the theme of "Living Clean: Inside and Out."

4. Display positive health messages in the classroom:
   - o bulletin boards
   - o computer graphic banners
   - o posters (purchased or student designed)
   - o artwork with a "health" theme.

5. Participate in school or community "D-Day" activities by encouraging students to help other people quit tobacco:
   - o Request the "D-Day School Packet" from the Lung Association or Cancer Society
   - o Make D-Day contest entries available to students and their families.

TOBACCO USE PREVENTION
CURRICULUM GUIDELINES
GRADES 4-6

GOALS: STUDENTS WILL REMAIN NON-USERS OF TOBACCO
STUDENTS EXPERIMENTING WITH TOBACCO WILL STOP
STUDENTS WILL INFLUENCE FAMILY MEMBERS AND FRIENDS NOT TO USE TOBACCO

MAIN NEW THEMES: POSITIVE ROLE MODELS FOR NOT USING TOBACCO
THE INFLUENCE OF ADVERTISING

KNOWLEDGE OBJECTIVES
STUDENTS NEED TO KNOW:

1. Most people do not use tobacco, including young people, adults, and media models.

2. Vocabulary words related to tobacco use:

   - o Short-term and long-term
   - o Consequences
   - o Nicotine
   - o Addiction
   - o Cancer
   - o Heart disease.

3. Both cigarettes and smokeless tobacco can have long-term health consequences including cancer, lung disease, heart disease, and gum disease.

4. Not using tobacco has many benefits such as:

   - o Healthier heart, lungs, mouth, gums
   - o Clothes, hair, and breath smell better
   - o Not becoming addicted
   - o Saving money
   - o Better athletic performance
   - o Looking more attractive.

5. Advertising influences tobacco use.

6. People use tobacco for many reasons including influence from family and friends.

7. Nicotine is an addictive drug present in all forms of tobacco including cigarettes, chewing tobacco, and snuff.

8. People who become addicted to nicotine can find it very difficult to quit.

9. The cost of tobacco use.

ATTITUDE OBJECTIVES
STUDENTS WILL:

1. Value being non-users of tobacco.

2. Value their own good health.

3. Value themselves as positive role models.

4. Believe they are being a good friend if they discourage other people from using tobacco.

5. Believe they do not have to use tobacco to have friends or be accepted by others.

6. Respect people who choose not to use tobacco.

SKILL OBJECTIVES
STUDENTS WILL BE ABLE TO:

1. Recognize and identify with positive role models who do not use tobacco.

2. Demonstrate and communicate the positive aspects of being tobacco-free to family and peers.

3. Identify advertising pressures to use tobacco.

4. Identify several strategies to resist peer pressure to use tobacco including:

   - o Saying no to the offer of tobacco
   - o Recognizing and choosing alternatives to tobacco use
   - o Avoiding situations where peers are using tobacco.

5. Encourage friends and family members not to use tobacco.

6. Make a personal commitment not to use tobacco.

7. Ask others not to use tobacco around them.

SUGGESTED METHODS/ACTIVITIES

1. Adults continue to be a respected source of factual information. Increase involvement of peers for discussion of social influences to use tobacco and attitudes toward tobacco use.

2. Use media to present factual information and positive role models promoting non-use of tobacco:

   - o posters
   - o video
   - o films
   - o television.

3. Practice general problem solving, decision making, and communication skills, not necessarily specific to tobacco use.

4. Develop and display ads or posters promoting the benefits of not using tobacco.

5. Ask students to interview respected people about why they choose not to use tobacco.

6. Use skits and role plays extensively for skill development.

7. Emphasize students' positive health status now:

   - o Teach students to take pulse rates
   - o Discuss characteristics of healthy hearts, lungs, bodies.

8. Encourage student involvement in community or school D-Day activities:

   - o Request and use "D-Day School Packet"
   - o Encourage students to help others quit using tobacco.

TOBACCO USE PREVENTION
CURRICULUM GUIDELINES
GRADES 7-8

GOALS: STUDENTS NOT USING TOBACCO WILL REMAIN NON-USERS
STUDENTS EXPERIMENTING WITH TOBACCO WILL STOP
STUDENTS WILL INFLUENCE FRIENDS AND FAMILY MEMBERS NOT TO USE TOBACCO

MAIN NEW THEMES: REASONS PEOPLE USE TOBACCO
DEVELOPING SKILLS TO REMAIN A NON-USER

KNOWLEDGE OBJECTIVES
STUDENTS NEED TO KNOW:

1. Most people do not use tobacco including people their age, adults, and media models.

2. Not using tobacco has many benefits.

3. Tobacco use has short-term physical consequences including:

   - o Increased heart rate, blood pressure, carbon monoxide levels
   - o Constricted blood vessels causing decreased skin temperature
   - o Reduced physical performance and productivity.

4. Chewing tobacco can cause irritation of the mouth and gums and dental abrasion.

5. Tobacco use can have social consequences including:

   - o Bad smelling breath, clothes, hair
   - o Stained teeth and fingers
   - o Spitting.

6. Tobacco use can have long-term health consequences including many types of cancer, lung disease, heart disease, and gum disease.

7. Nicotine is an addictive drug present in all forms of tobacco including cigarettes, chewing tobacco, and snuff.

8. It is more difficult for adults to quit if they begin using tobacco at an early age.

9. People use tobacco for many reasons including:

   - o Influence or pressure from friends
   - o Influence of family members
   - o To be accepted by peers
   - o To look or act more mature
   - o Because of personal problems.

10. The present generation of young people has more information about harmful effects of tobacco and can make better decisions because of that information.

11. There are immediate health benefits when a person stops using tobacco.

12. The cost of tobacco use.

13. The Minnesota Clean Indoor Air Act regulates use of tobacco in public places.

14. How advertising influences tobacco use.

15. The tobacco industry has a powerful influence on laws concerning tobacco.

ATTITUDE OBJECTIVES
STUDENTS WILL:

1. Value being tobacco-free.

2. Value their own health.

3. Believe it is okay to say no.

4. Believe they do not have to use tobacco to be mature or adult-like.

5. Respect people who choose not to use tobacco.

6. Believe tobacco use has negative social effects.

7. Value themselves as positive role models.

SKILL OBJECTIVES
STUDENT WILL BE ABLE TO:

1. Identify and analyze influences to use tobacco, especially from peers.

2. Say no to the offer of tobacco in a variety of ways.

3. Analyze advertising pressures to use tobacco and create counterarguments.

4. Practice assertiveness skills.

5. Identify and choose health-promoting activities that are incompatible with tobacco use.

6. Demonstrate and communicate the benefits of being tobacco-free to family and friends.

7. Make a personal commitment not to use tobacco.

SUGGESTED METHODS/ACTIVITIES

1. Ask students to estimate how many people their age use tobacco. Compare student estimates with actual figures obtained from the Department of Education or University of Minnesota.

2. Increase number of student-directed activities.

3. Elect classroom peer leaders to lead discussions of social consequences, reasons people use tobacco, and the benefits of not using tobacco.

4. Use role plays for practicing refusal skills and assertiveness skills.

5. Calculate the cost of using tobacco for one year, or from the ages of 18-65. Ask students to list how they could use this money if they did not buy tobacco.

6. Gather and report information about the tobacco industry:

   - o money spent on advertising
   - o pending lawsuits
   - o lobbying efforts
   - o strategies used to encourage young people to use tobacco.

7. Interview adult smokers, chewers, and non-tobacco users.

8. Gather and report information about the Minnesota Clean Indoor Air Act:

   - o Who must comply
   - o How schools are affected
   - o How community members feel about it
   - o How well people comply.

9. Videotape students making personal commitments to remain tobacco-free. Replay the tapes at the end of the year.

10. Discuss what it means to be mature or adult-like. Discuss various ways to be more mature or adult-like as an adolescent.

11. Involve students in school or community D-Day activities.

12. Examine cigarette and smokeless tobacco ads. Help students analyze the messages in tobacco ads and identify missing information about tobacco use.

13. Make posters promoting the benefits of not using tobacco. Display in the room and around school.

14. Produce "commercials" for being tobacco-free to be used on local or school cable television channels.

TOBACCO USE PREVENTION
CURRICULUM GUIDELINES
GRADES 9-12

GOALS: STUDENTS NOT USING TOBACCO WILL REMAIN NON-USERS
STUDENTS USING TOBACCO WILL QUIT
STUDENTS WILL INFLUENCE FRIENDS AND FAMILY MEMBERS NOT TO USE TOBACCO

MAIN NEW THEMES: THE VALUE OF A TOBACCO-FREE ENVIRONMENT
DEVELOPING SKILLS FOR BEHAVIOR CHANGE

KNOWLEDGE OBJECTIVES
STUDENTS NEED TO KNOW:

1. Not using tobacco has many social benefits including:
   - o Clothes, hair, breath, and car do not smell like tobacco
   - o Unstained fingers and teeth
   - o Approval of many people
2. Tobacco use is costly to society in terms of disease, death, and economics.
3. Tobacco use has short-term physical and psychological effects.
4. Tobacco use has long-term physical and psychological effects.
5. Both cigarettes and chewing tobacco can negatively effect athletic performance.
6. Quitting tobacco use has many benefits such as:
   - o Immediate and long-term physical benefits
   - o Psychological benefits
   - o Economic benefits for self and society
7. How to quit using tobacco:
   - o Helpful strategies
   - o Resources for assistance.
8. Health-promoting alternatives to tobacco use.
9. How advertising influences tobacco use.
10. How to assert their rights for a tobacco-free environment.
11. Tobacco use during pregnancy is related to:
    - o Increased risk of miscarriage
    - o Decreased birth weight causing health problems for the child
    - o Premature birth.

ATTITUDE OBJECTIVES
STUDENTS WILL:

1. Value independence from tobacco.
2. Value a tobacco-free environment.
3. Believe they can change their behavior.
4. Be critical of tobacco marketing strategies.
5. Value the benefits to society of a tobacco-free environment.
6. Support tobacco users who quit.
7. Believe that tobacco use does not effectively serve needs such as having fun, being accepted, becoming an adult, or solving personal problems.

SKILL OBJECTIVES
STUDENTS WILL BE ABLE TO:

1. Evaluate positive and negative outcomes of tobacco use.
2. Resist both direct and indirect pressure to use tobacco.
3. Assert their right to a tobacco-free environment.
4. Analyze marketing strategies for tobacco.
5. Analyze methods for quitting tobacco use.
6. Set personal goals and evaluate the outcome.
7. Practice quitting skills (tobacco users):
   - o Self-monitor behavior
   - o Analyze their tobacco habit
   - o Set personal goals
   - o Use coping strategies for physical and psychological difficulties.
8. Share concerns with friends and family members who use tobacco.
9. Support friends and family members who are trying to quit using tobacco.

SUGGESTED STRATEGIES/METHODS

1. Research the costs of smoking to business, industry, government.
2. Practice behavior change strategies. Select a personal behavior (decrease a negative behavior or increase a positive behavior). Set goals, monitor behavior over a period of weeks, identify successful strategies and barriers to change.
3. Develop a videotape on skills for behavior change.

4. Compare strategies and success rates for various smoking cessation programs.

5. Research legal cases involving tobacco company liability for tobacco-related disease or death.

6. Use biofeedback equipment to compare carbon monoxide levels, pulse rates, skin temperature, blood pressure of tobacco users and non-users.

7. Conduct a schoolwide "QUIT CONTEST" with prizes purchased or donated by community businesses, health agencies, etc.

8. Involve students in surveying school board members, the student body, school staff, community members, etc., about attitudes toward current school tobacco use policies.

9. Interview adolescents and/or adults who have successfully quit smoking or chewing.

10. Include tobacco use in school programs addressing other chemical use issues.

11. Offer various cessation programs to adolescents who want to quit using tobacco. Possibilities include:

    - o Computer programs
    - o Group programs
    - o Self-help programs
    - o Community programs.

12. Collect information and report to the class on businesses, health care agencies, and school districts that have adopted policies prohibiting tobacco use:

    - o Why were the policies adopted?
    - o How were they implemented?
    - o What are the benefits and costs?
    - o How do employees and/or students feel about the policies, both smokers and non-smokers?

13. Produce commercials for being "tobacco-free" to be used on local or school cable television channels.

124.252 TOBACCO USE PREVENTION PROGRAMS.

Subdivision 1. **Eligibility and purpose.** Each school board which institutes a tobacco use prevention program that meets the criteria specified in subdivision 2 and submits the proposed program to the commissioner of education shall be eligible for state aid for the following purposes:

(1) in-service training for public and nonpublic school staff;
(2) tobacco use prevention curricula including materials;
(3) community and parent awareness programs; and
(4) evaluation of curriculum and programs for tobacco use prevention.

Subd. 2. **Criteria.** Each tobacco use prevention curriculum must include at least the following components:

(1) in-service training of teachers and staff;
(2) evaluation of programs and curriculum results;
(3) a kindergarten through grade 12 continuum of educational intervention related to tobacco use; and
(4) targeted intervention on tobacco use onset for students who are 12 to 14 years old based on evaluated curricula that have been shown to reduce tobacco use onset rates; and
(5) prohibition of smoking cigarettes and the use of other tobacco products on the school premises by minors.

Subd. 3. **District aid.** An eligible district shall receive 52 cents in fiscal year 1986 and 54 cents in fiscal year 1987 for each pupil, in average daily membership enrolled in a public elementary, secondary, or area vocational technical institute or nonpublic elementary or secondary school. Aid for nonpublic school pupils shall be paid to the district upon request by or on behalf of the pupils. No school district shall receive less than $1,000 in fiscal year 1986 and $1,040 in fiscal year 1987.

Subd. 4. **Applications.** A district that is eligible for aid shall apply to the commissioner of education by October 1 of each school year on the form supplied by the commissioner.

Subd. 5. **Assistance to districts.** The commissioner of education, with the consultation and assistance of the commissioner of health, shall:

(1) provide technical assistance to districts for the development, implementation, and evaluation of tobacco use prevention curricula and programs;
(2) provide to districts information about evaluation results of various curricula as reported in the scientific literature and elsewhere; and
(3) collect information from districts about prevention programs and evaluation results.

History: 1Sp1985 c 12 art 6 s 7; 1Sp1985 c 14 art 19 s 12

REFERENCES

[1]Flay, B.R., What Do We Know About the Social Influences Approach to Smoking Prevention? Review and Recommendations, in Bell, C;, and Batljes, R. (eds), Prevention Research: Deterring Drug Abuse Among Children and Adolescents, NIDA Research Monograph, Washington, D.C., 1985.

[2]Perry, C.L. and Murray, D.M., Enhancing the Transition Years: The Challenge of Adolescent Health Promotion. Journal of School Health, 52, 307-311, 1982.

[3]Perry, Cheryl L. and Murray, David M., The Prevention of Adolescent Drug Abuse: Implications From Etiological, Developmental, Behavioral and Environmental Models, Journal of Primary Prevention, 6(1), Fall, 1985.

[4]The Path To Nonsmoking, Minnesota Department of Health, 1984, page 9.

FOR ADDITIONAL INFORMATION

Many of the suggested objectives, methods, and activities at each grade level are included in existing tobacco use prevention programs available from various agencies. For a list of various tobacco use prevention programs and materials available to Minnesota schools, contact:

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